

The Behaviour Kit: Section Two



CLASSROOM SUPPORT

- Goals of Behaviour
- Types of Behaviour
- Setting Up the Classroom
- Strategies to Promote Positive Behaviour
- Classroom Rules
- Primary Class Management Plan
- Secondary Class Management Plan
- Monitoring card
- Best Practice and Quality Teaching
- Behaviour Agreement sample
- Bounce Back
- Circle Time

The Goals of Misbehaviour

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Modified by C Feldmann

| Student's faulty belief | Student's goal | Teacher's feeling | Teacher action | Students' reaction | Redirection of behaviour |
|---|---|-------------------|-------------------------------|---|--|
| I belong only when I am NOTICED | Attention | Annoyed | Remind | Temporarily stops, later resumes or seeks attention in other ways | Recognise that reminders and warning only reinforce the goal. Ignore if possible. Notice positive behaviour. Identify goals |
| I belong only when I am in CONTROL | Power | Angry | Give in or fight | Intensifies | Don't buy in. Help them to use power appropriately. Use "broken record" technique |
| I belong only when others feel what I FEEL | Revenge | Intimidated | Retaliate | Seeks further revenge | Avoid punishment and feeling hurt. Build a trusting relationship with the student. Set expectations, be respectful |
| I belong only when I convince others that I am HELPLESS | Inadequate | Hopeless | Give up or agree with student | Shows no improvement | Recognise the student's deep discouragement. Don't give up, pity or criticise. Be encouraging |
| I know I am different, no one understands me. | Multi layered To be understood Different | All of the above | All of the above | Lack of progress Behaviour is reinforced | Try to gain an understanding of the student's skill level and capacity to learn. Avoid punishment and feeling hurt. Build a trusting relationship with the student. Set expectations, be respectful. |

Types of Behaviour

- **Normal:** behaviour that you would expect from students that are age appropriate.
For example: running, not listening
- **Disruptive:** Behaviour that affects the teaching and learning of others.
For example: calling out, off task, out of seat.
- **Inappropriate:** Behaviours that may be appropriate in one situation but not another.
For example, burping loudly in an assembly, swearing
- **Challenging:** Behaviours that are inappropriate regardless of the setting.
For example, threatening, violence, abuse, defiance

Behaviour management is a term that is often used in conjunction with controlling others. For our purpose it will refer to the systems, policies and philosophy we have and use to effect behaviour modification.



Setting Up Your Classroom for a Positive Start to the Year

It is imperative for a good start to the year, to set your classroom up well before there are children, parents and art work cluttering up your space. A well set up classroom is important for creating positive moods for everyone in your room, smooth operations in the day to day running of your classroom, and it is a significant factor in a good behaviour management plan. The following are tips and ideas from practicing teachers and helpful internet sites and teaching books to assist you to set your classroom up successfully before the school year begins.

Materials and Resources

Try to organize as many of these materials and resources as you can prior to the school year starting, so that you are prepared for all possible outcomes. Make sure these items are stored neatly and are easily accessible to those who may need them, and stored safely for those items which students should not have access to. You may find you need to organise your own boxes, crates, cartons and other assorted holders for some resources - bargain shops are great places to start. Make sure you have access to or need to purchase the following items.

(The following list is not comprehensive, but is an outline of objects you may need in your room).

- Lined paper
- Good blank paper
- Rough blank paper
- Spare lead pencils, coloured pencils, textas, crayons etc.
- Spare supply of pens, chalk/whiteboard markers and permanent markers
- Award/Merit certificates
- Stamps and Stickers
- Clipboards
- Paper clips
- Stapler and staples
- Staple Gun
- Blue-Tac
- Sticky tape
- Rulers
- Scissors
- Reading books (library)
- Home Reading Boxes and books
- Atlases
- Dictionaries
- Toilet/Out of class Passes
- Stencils - letters, shapes
- Art resources - painting paper, paints, paint brushes, printing shapes, water trays, paint trays etc.
- Student checklists
- Fast finishers activities
- Birthday Charts
- Class Task Board
- Timetable Outline

Parent notice board
Cleaning products - be prepared for a range of messy situations
Tissues
Small first aid kit (your school should have one for each classroom)
Lost Property box
Attendance folder
Notebook to record communications between yourself and students/staff/parents
Address/Contact Details book
Small prizes for rewards if you choose to use them for students' good work/behaviour.
Envelopes
Desk Planner/Teacher Diary
SMILES - and plenty of them.

Work Spaces

Draw up a written plan of your classroom and evaluate what furniture you have (and need) and how you might fit it into the classroom. Drawing a plan will save a lot of muscle effort and potential back strain and more importantly - time! Remember to mark doors, windows, fixed items, such as whiteboards or blackboards, storage spaces/shelves and power points on your map as this will determine how you set up parts of your room.

Some work spaces you might consider for your classroom:

- Class group/discussion space - enough space for each class member to be comfortably seated in a group, or in a circle, without interfering with other student's personal space.
- Desks for the students
- Teacher's desk/space (you WILL need some private space to work at for marking or even for a quiet moment)
- Art/Wet area
- Quiet Reading Corner
- Play Corner (for younger children)
- Computer area (check where your power points are)
- Time Out/Thinking space
- Storage spaces

Some things to consider:

- Make sure students will be able to see the whiteboard from their desks.
- Ensure there is at least one quiet area in the room for children to escape the noisy distractions in the room if they are not feeling great and/or need a bit of time out.
- It is important that you can see every area (or as much as possible) of your classroom where you would usually be seated or standing. Try standing in different parts of your classroom to find the blind spots and plan for children to not need to be in these spaces to complete their class work.

Classroom Displays

One way to ensure your students and their parents enter your classroom in a positive mood, is to decorate your classroom in a positive way. It's a good idea to display student work in your classroom to help the students feel ownership and pride in their room; however it's a bit difficult to put up work displays before the kids have done any work. It is still important that the room is well decorated before your students arrive. Making the effort to set up at least one or two small displays will boost the good mood of anyone who enters and is time well spent before school begins. Here are a few ideas:

- Set up a display about a topic you plan to cover early on and you could leave some space around the edges to put student work when it's completed.
 - Put up a display about yourself so that the students can learn a bit about you - you could include photos of your holidays, or pictures and information about some of your favourite things.
 - Prepare a HAPPY display with a range of different pictures and items such as, balloons, kittens, motorbikes, a child swimming, a tennis racquet, fruit, a book etc. On the first day give each child two or three cards with their name on it and have them put their name card next to the items on the display that make them happy. You could also give them a blank square of card for them to draw their favourite thing if it's not on the display.
 - Create a dramatic display including each child's name to make them feel at-home when they arrive.
 - Set up a photo wall with any adults the children might meet in the school and save room to add their own photos - you can use a digital camera to have the photos on the wall before the children arrive for the second day.
 - Organise a Word Wall with any words the children might need to use in their writing - they may be basic sight words, or themed words for writing about their holidays.
- There are lots of different ways to decorate your room to create a friendly, learning environment before the children arrive.

Strategies to Promote Positive Behaviour

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General Strategies (Preventative, Restorative, Supportive)

- Attractive environment sets a positive classroom climate
- Well organized room provides order, structure and physical boundaries
- Clear expectations about work tasks:
 - Display timetables
 - Security from predictable routines
 - Known routines reduces spontaneous and disruptive behaviour
- Adequate resources improve motivation and positive responses to tasks
- Curriculum at appropriate student level
- Positive expectations of behaviour set a positive tone. Students respond to the unspoken feelings and attitudes of staff
- Establishing simple, clear rules in positive language
- Firm, consistent approach to student management
- Teaching students to relax and control anger/frustration
- Teaching social skills incidentally and as an explicit subject
- Tactical ignoring of some behaviours (e.g. attention seeking without interfering with others)
- Reminding and restating of rules in firm but positive tone
- Defusing: redirecting energy/attention to prevent escalation
- Providing simple choices: offering alternative behaviour/activity gives an opportunity to succeed in a potentially negative situation
- Restitution gives an opportunity to re-establish relationships (RESTORATIVE)
- Re-establish rapport as soon as possible after transgression. Reject the behaviour, not the student
- Follow up to see that student has had appropriate reinforcement for positive behaviour and restoration of relationships

Strategies at the Agitation Stage

Supportive Communication Strategies

- Remain positive and calm
- Give clear direction about what “to do”, rather than what “not to do”

Strategies to Promote Positive Behaviour

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- Give one direction at a time
- Allow time for compliance.
- Create an expectation that the instruction will be carried out
- Phrase in positive and descriptive terms
- Use appropriate tone, volume and rate of speech
- Give the students directions in a manner that is supportive rather than threatening e.g.: "Mohammed do you need help to get that task finished before recess?" rather *than* "you better get that task finished or your not going to recess"
- Reinforce compliance to instructions, e.g.: "thank you"
- Use direct rather than indirect questions when questioning. Avoid "why " questions

Effective non verbal communication

- Estimated that 65% to 80% of the meaning of a message is conveyed by non-verbal behaviour (Cormier and Cormier, 1985)
- Non verbal behaviour serves to confirm or deny what is being said verbally
- Use a supportive stance
- Adopt appropriate proximity, personal space and property space
- Model remaining calm
- Non verbal messages: "Thumbs up" visual redirection, touching students work, etc
- Avoid showing irritation through foot tapping or pointing

Encouragement and Reinforcement

- The most important skill in promoting a positive environment
- Reinforcement and encouragement, strengthens relationships with students and should focus on independence and self-esteem building
- Use explicit encouragement, it reinforces rules and gives students information about their achievements.
- Outline exactly the behaviour you want to promote
- Encourage all efforts to problem solve
- Encourage at individual and whole class level. Use class and individual strategies e.g. token economies
- Build self-esteem, use "mistakes" and comments like "this is boring"

Curriculum and Quality Teaching Strategies

- Quality Teaching Document
- Set clear guidelines (Be explicit about the work and it's quality)
- Provide individual instructions
- Engage student early in the lesson
- Ask particular students direct questions that you know they will experience success with. This will encourage them, over time, to take risks
- Limit visual distractions (board work). Model neatness

Routines and Organisation

- Change in routines and unstructured settings are a trigger for inappropriate behaviour
- Routines provided a sense of order and purpose.
- Routines for giving instructions
- Routines for asking questions
- Routines for entering and exiting classroom
- Routines for group work
- Routines for finishing work
- Routines and organisational systems will greatly help to convey a sense of order and purpose and set a positively supportive tone to the class. Teachers can easily identify and then remedy catalysts for problems, in terms of the placement of classroom furniture, access to resources, teacher positioning, and student positioning and the use of class rules.

Expectations and Rules

- Rules should be explained in terms of rights and responsibilities
- Ensure rules are consistent with the school discipline policy
- Keep rules simple and positive. Use inclusive language "we", "our"
- Display rules (visuals)
- Engage students in the formation of rules. Directly teach rules
- Consider rules for movement, task completion, compliance, safety and problem solving

Strategies to Promote Positive Behaviour

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- Inappropriate behavioural choices should be linked to class rules wherever possible. When applying a consequence relate it to a rule
- Rules should be referred to when prompting appropriate behaviour and in the warning phase of issuing consequences

Strategies at the Acceleration Stage

Boundary Setting

- Re-state rule or provide visual or verbal rule reminders: " Peter you know the rule about movement in the class"
- Avoid confrontation or argument with student, use rule reminders and blocking statements
- Acknowledge acceptance of the consequence. Avoid adding additional consequences
- Time for the student to think about the consequences/ process the instruction
- Issue compliance driven instructions. Avoid choice sounding like a threat
- Teacher empowerment by using classroom consequences (warnings, time out support class, Executive Support) and a whole school approach to behaviour management
- When setting boundaries you need to be calm, clear and consistent
- Following through with boundary setting is essential
- Boundary setting is about having an action plan to deal with escalating or on going inappropriate behaviour

Question Response Direction

- Outline what student should be doing
- e.g. Where Mohammed fails to act appropriately the teacher should engage him in the following dialogue to prompt the appropriate behaviour:
 - *"What should you be doing?"*
- If Mohammed responds with a vague "dunno" or attempts to excuse the behaviour, the teacher should immediately interrupt with
- *"You should be"* (describe the behaviour)
- Then conclude with
- *"I want you to start"* (specify behaviour / task) *..... now thanks"*
- (Then turn away and allow Mohammed time to process the instruction).

Warnings

- Avoid confrontational power plays
- Verbal: when issuing warnings the first warning should state the desired behaviour
- *"Tim you need to ..."*
- Allow time for a response and create a behavioural expectation that the instruction will be followed
- If still non-compliant the second warning should state the desired behaviour and the consequences for non compliance
- *"Tim, if you choose to keep talking, it will mean a time out"*
- After sufficient time the next step is to issue the consequence.
- Visual: provide a visual warning system. It can be used for redirection, assisting with non-emotive issuing of consequences and supporting the structured consequences system

Consequences

- Explained and consistently enforced
- Without moral judgement
- Friendly but firm
- Applied to the behaviour, not the student
- Should be logical and related to the misbehaviour where possible
- Avoid making threats that cannot be carried out

Strategies at the Peak Stage

- It is important that when using a crisis response technique, the focus should be on preventative management
- Staff need to recognise early warning signs before behaviour escalates and initiate effective management strategies
- It is important to remember that a crisis is an integrated experience. Staff play a critical role in de-escalating or escalating the situation
- In all crisis situations consideration should be given to physical proximity, body language, tone and volume of speech. Staff need to remain calm and instructions need to be given in a clear and direct manner without threat or intimidation
- Calm, systematic and controlled organisation of a crisis promotes confidence in others and prohibits the crisis triggering other students

De-escalation Strategies

- Acknowledge feelings / power
- Acknowledge different perception
- Be empathic
- Be careful not to adopt a physically threatening stance, respect personal space. Non threatening body language.
- Permit verbal venting when possible
- Ignore challenging questions
- Use language that is slow, monotone, low voice. Use words such as “we”, “fix the problem”, to give sense of cooperation.
- Care should be taken not to use threatening language or negative consequences i.e.: “I am going to call the police if you do that”
- Enforce reasonable limits
- Avoid overreacting
- Ensure there is an exit for yourself
- Avoid being an accessible target, and where a weapon is involved , surreptitiously position a “shield” between student and self
- With a weapon involved: stay calm, step back, avoid rushing student, negotiate, buy time
- Recovery time for student will be required, don't expect immediate compliance.
- Always engage in debriefing with all involved after the incident.

Strategies and support at the Recovery Stage

- Re-establishing the relationship and control
- Whole School Planning
- Risk Assessments
- Debriefing
- Professional Development

Strategies to Promote Positive Behaviour

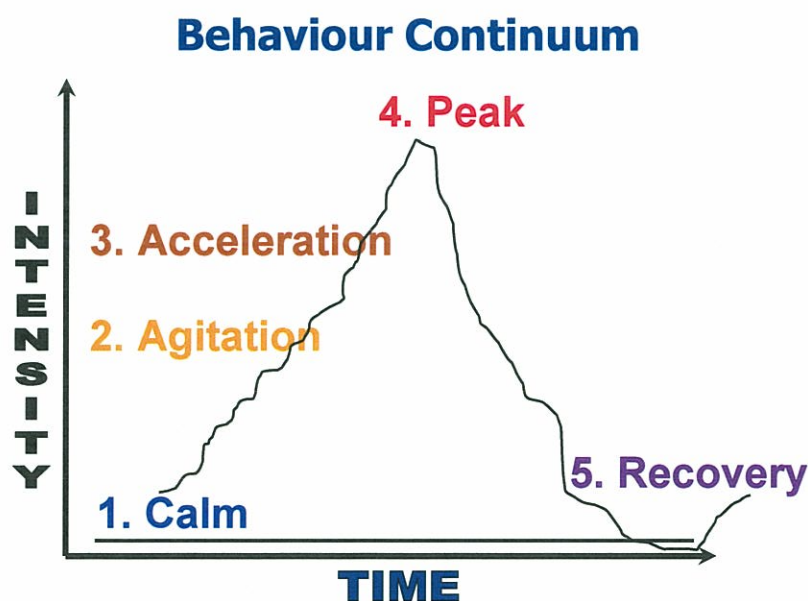
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Staff Supports

- Confirmation that their perception of the issue is genuine
- Choices and alternatives (this will reduce their sense of 'helplessness', the language of choice is empowering)
- Acknowledgement (they want to feel that you are making an effort to understand their situation and their emotional response to it)
- Actively or reflectively listen
- Empathy
- Appropriately responsive

Overview of Behaviour Escalation Strategies

| <u>Student Behaviour</u> | | <u>Teacher Response</u> |
|--------------------------|---|--|
| Agitation | = | Supportive Communication |
| Acceleration | = | Boundary Setting |
| Peak | = | Crisis Management |
| Recovery | = | Re-establishing the relationship and control |





CLASSROOM RULES

Phase 1: DEVISING CLASSROOM RULES

Establish a well-ordered but not repressive working atmosphere

Involve the students

- What rules do the students see as important?
- How do they relate to student needs?
- Are they different from teacher needs?

Expectations

- Students will behave the way you expect them to
- Present a clear statement of what you want

Limit the number of rules

- Keep rules short and to the point (explicit)
- Keep rules reasonable, with a good chance of success e.g. expecting silence in group work is unrealistic!
- 3-5 only e.g.
 - Raise your hand to speak
 - Remain in your seat
 - Keep your hands and feet to yourself
 - Speak and act with respect
 - Follow instructions the first time they are given

Rules should be:

- Concise
- Clear
- Relevant
- Fair
- Consistent

Phrase rules in a positive way

- State what you expect, not what they shouldn't do e.g. "Raise your hand to speak" rather than "Don't call out"



CLASSROOM RULES

Phase 2: TEACHING RULES

It is your responsibility to teach your class your rules. Remember that the way a student is behaving may be the best way they can think of to achieve desired results e.g. calling out may be the best way they can think of to get your attention... you have to prove otherwise.

Display and explain the decided rules

- Relevant and logical
- Relate the reasoning behind them at an appropriate level

Refer to the rules

- Frequent reference to adherence
- Reminders for non-adherence

Provide a positive model

- Behave the way you expect your students to act
- Refer to this explicitly

Devise logical consequences

- Unfair to announce a consequence after a rule has been broken
- Decide on appropriate system
- Ensure students are aware by frequent reference

Be consistent

- This removes the decision making from the teacher... the agreed rules and consequences are non-negotiable

Phase 3: TEACHING APPROPRIATE BEHAVIOUR

Promote a positive classroom environment by setting and explaining rules and consequences so that the main focus is on learning

Reward positive behaviour

- Verbal encouragement
- Smile, thank-you,
- Explicit explanation e.g. Thanks for waiting your turn
- Find opportunities to encourage or reward ALL students
- Be aware of individual preferences i.e. some students find public acknowledgement embarrassing... consider quiet recognition



CLASSROOM RULES

Use encouragement rather than praise

- Praise can be evaluative and judgemental and can stimulate rivalry
- Praise can foster dependence and fear of failure
- e.g. You're the best vs You did that well

Phase 4: Encourage appropriate behaviour

Appropriate behaviour doesn't just happen... it requires reinforcement and modelling

Recognise any job well done and acknowledge the effort involved

Recognise and focus on individual student strengths

Model appropriate behaviour

Continually provide students with feedback about positive behaviour (smile, comment)

Move around the room constantly, not just in response to misbehaviour

Direct the students' attention to the lesson content rather than the misbehaviour.

Vary activities and approaches so the students need to pay attention

Phase 5: Avoid rewarding inappropriate behaviour

Look at the way you react to inappropriate behaviour

Examine your actions in class: do they reinforce unwanted behaviour? E.g. directing a student to "stop calling out" may actually increase the unwanted behaviour because the teacher is paying attention to the child and the behaviour.

Is the behaviour breaking a class rule?

- If so, impose the agreed consequence
- If not, work out what the goal of the behaviour is and use this to address it.

Behaviour is shaped by its consequences



CLASSROOM RULES

Phase 6: Explain the consequences

Each rule is set with the expectation that it will be followed. Effective discipline requires that consequences are explained and consistently enforced.

Consequences should be:

- Logical: related to the misbehaviour e.g. drop rubbish, pick it up
- Without moral judgement
- Friendly but firm

Consequences are applied to the behaviour, not the student

NEVER make threats that cannot be carried out



WHOLE CLASS MANAGEMENT PLAN



Rationale

A successful management plan is fair, consistent and predictable

It has clearly understood consequences for positive and negative behaviour

It puts the onus of choosing actions (and the corresponding consequence) with the student

It removes the class teacher from the role of "enforcer" and places the responsibility for behaviour with the student

Every behaviour should be related to the clear and explicit class rules

EXPECT COMPLIANCE!

It is important that students acknowledge and take responsibility for their behaviours

It is also important that they experience the restoration of relationships after an incident of negative behaviour

The system described in this guide is based on a hierarchy of consequences for non compliance with agreed rules. Except for serious incidents, these consequences progress as follows:

- warnings
- time out in class
- time out in another class
- time out with executive

When rules, actions and consequences are understood and consistently applied, responsibility for making a behaviour choice lies squarely with the student. This removes blame, guilt and fault, and encourages accountability, autonomy and the development of self regulation and intrinsic reward.

WHOLE CLASS MANAGEMENT PLAN



You will need:

ALL:

- Class Rules displayed prominently and explained/discussed clearly and frequently
- Behaviour script (provided)

KINDERGARTEN - YEAR 2:

- Set of individual names cards (laminated)
 - Positive Visual (Happy Face, Happy Cloud, Pirate Ship, Class determined theme)
 - Negative Visual x 3 (labelled "1st", "2nd" and "3rd" warning)
 - Time Out Visual
 - Velcro or Blutac
-
- At the beginning of each session, all names are displayed in the positive visual using the name cards
 - If negative behaviour occurs, move the student's name from the positive visual to the first negative visual (1st warning)
 - Issue a verbal warning and ensure that you relate it specifically to a rule
 - Give the student "take up time" to comply
 - If this occurs, reward the student with acknowledgement and/or predetermined incentive
 - If compliance continues, move the name back to the positive visual
 - If not, move to the second negative and repeat the above (2nd warning)
 - Each of these steps gives the student an opportunity to consider their actions and CHOOSE which way to go

WHOLE CLASS MANAGEMENT PLAN



- Once the student has had three warnings, they have chosen to visit time out
- Move their name to the Time Out Visual and direct them to the Time Out area
- Clarify why they are there and for how long

(see TIMEOUT section following)

YEARS 3-6

- Poster sized class list (laminated)
- Negotiate and display positive and negative consequences

Use ticks and crosses with corresponding consequences e.g.

- 1 x cross = 1st warning
- 2 x cross = 2nd warning
- 3 x cross = time out in classroom
- 4 x cross = time out in another classroom
- 5 x cross = executive support (parent contact - phone, note, interview?)

Link positive consequences to whole school systems where possible

- 1 x tick =
- 2 x tick =
- 3 x tick =
- 4 x tick =
- 5 x tick =

- At the beginning of each day, all ticks and crosses from the previous day are removed (if necessary, remove at the beginning of each session when first introducing this plan)
- If negative behaviour occurs, place a cross next to the student's name on the class list

WHOLE CLASS MANAGEMENT PLAN



- Issue a verbal warning and ensure that you relate it specifically to a rule
- Avoid entering into any discussion regarding the behaviour and carry on with the lesson (minimal interruption to flow)
- Give the student "take up time" to comply
- If this occurs, reward the student with acknowledgement and/or a tick
- If not, issue a second cross and repeat the above
- Each of these steps gives the student an opportunity to consider their actions and CHOOSE which way to go
- After the 3rd warning, the student has chosen to visit time out

DO NOT REMOVE TICKS OR CROSSES UNTIL THE PREDETERMINED END OF THE SESSION (e.g. do not enter negotiation... if you do, you are undermining the idea that the "power" to "choose" rests with the student, and not with you)

TIME OUT

- Time Out desk in class
- Worksheets (Restorative questions for consideration and response)
- Timer
- Another Class with Time Out desk etc.
- Executive support

Time spent here is dependent on age. After completion of the set worksheet, student can return to class work, or the teacher may set a particular time (e.g. 15 minutes)

Three Time Outs in a day = 1 hour in another class
Time Out Refusal to go to Time Out = 1 hour in another class
Time Out Refusal to go to another class = Executive support

WHOLE CLASS MANAGEMENT PLAN



BEHAVIOUR SCRIPT

This is a suggested framework to use when implementing the whole class plan. It is certainly not the only possibility, and should be regarded as an example of the neutral tone and non judgemental approach to adopt.

When instructing student to make a better choice regarding behaviour you can say:

“(name) this is your first warning for (state rule that he/she is having difficulty following) you need to _____”

Then walk away or turn away from student and direct your attention to a student complying with agreed rules. Give verbal acknowledgement of desired behaviour. Return to student after 1 or 2 minutes.

If complying, acknowledge and move on. If not, say:

“(name) this is your second warning for _____. You have the opportunity to make a better choice”

Walk away and continue to acknowledge appropriate behaviour of other students. Return to student after 1 or 2 minutes.

If complying, acknowledge and move on. If not, say:

“(name) this is your third warning. You were instructed to _____. You have decided to continue with a poor choice, so as a consequence, you now have a Time Out. Please move to the Time Out area and complete your time out appropriately. You can come back to class when you can make a better choice. You have 2 minutes to follow this instruction.”

Visibly check the time and move away to assist other students. Once time is up walk back to the student and (if necessary) reinstruct them to move. If student moves to the time out area say:

“Good choice. I’ll talk to you after you have completed your time out properly.”

If they refuse to go to time out, issue the next set of 3 warnings and then call for assistance. Student will now have chosen to do a time out in another room.

WHOLE CLASS MANAGEMENT PLAN



If student completes the time out properly say:

"Well done (name). That's a better choice. Now you need to follow the class rules and _____. Do you think you can do that? Good, that decision helps everyone in this class.

POSITIVE CONSEQUENCES

Any system works more effectively if appropriate rewards/incentives are built in. For best results, these should be negotiated, or at least discussed, with the class (what do they value as reward?)

Where feasible, the hierarchy of reward should be linked with the whole school system e.g. a certain number of ticks or stickers may result in a merit certificate at School Assembly.

Systems should be easily understood and easily administered (keep it simple) and where possible, involve students in the process of collecting, counting, recording, etc.

Suggestions for incentives to use:

- Raffle tickets- end of week, month, term prizes
- Free Choice activity for set time (e.g. computer)
- Line leader
- Class responsibilities
- Whole class celebrations
- Star Students- highlight expected skills
- Merit Certificates, Assembly Awards
- Article in Newsletter
- Name displayed in prominent place
- Positive referral to Executive
- Contact with family (letter or phone call)

Keep a record of reward recipients and ensure students who need extra incentive are targeted ("catch them being "good" "),

High school Class Management Plan

Corinne Feldmann – APB Sydney Region 2010

10 Effective Strategies that work

1. Have clear rules and consequences posted.

- easy to see
- easy to refer to
- easy to implement
- addresses the behaviours that cause problems
- have positive consequences each lesson for students who follow the rules. Decide how the good students are identified and their behaviour is reinforced
- have negative system of consequences to implement when students refuse to follow classroom rules, don't undermine yourself by referring to HT or DP unless the student refuses to cooperate with you. Use these colleagues to support your actions.
- be confident when stating standards of behaviour – tell students what you want them to do. *"name... you need to stay seated and complete your work"*

2. Have classroom prepared in advance for this class.

- reference material or textbooks
 - posters to reinforce concepts – eg pictures of solids, liquids and gases
 - spare paper and pens
 - TURN OFF GAS at main.
 - Minimise disruptors
 - Reward system ready to go, easily implemented and known by all students
 - seating plan to minimise disruption (B.... and J... should not be near D... and H....)
 - tell the students what they will be doing today, what they are required to learn and how you want them to behave
- * if possible use a non science room as these students think if they are in a lab they are doing an experiment.

3. Timetable experiments and practical activities then clarify this with students, this provides predictability and structure. Students are easily unsettled if they think they are doing an experiment and they are not. Have alternative practical activity planned. Use experiments to motivate students to behave in previous lessons. They should be treated as privileges and students unable to follow class rules should miss out on experiments.

4. Change the teaching style regularly as the majority of these students are not auditory learners. They respond well to visuals, cut and paste, close passages, grids and drawings activities. When doing a writing task scaffold it so that students have the starting, middle and end point. For example: the mind map for cells. This activity could have been a cut and paste activity either with one display for the class where selected individuals came to the board, read and placed the section or cut and glued into books. Students have difficulty grasping concepts so the more ways it can be presented to them the more meaningful it will become.

5. Utilise the support staff to develop resources that reinforce concepts you are teaching. Communicate with your support staff and let them know what is going on. Most of them have a very good relationship with the students and know them very well. Remember it is not their responsibility to manage students' behaviour or discipline students.

6. Understand how the diagnosis of Autism, Aspergers Syndrome and ADHD and ODD affect the students' behaviour. Some of the students are also medicated and this has side affects, be aware of the implications of this. If you don't know ask, or do an Internet search.

7. Keep the students engaged in the lesson by offering a range of activities, particularly during double lessons. Students who find it difficult to remain on task for extended periods of time will respond better to 2 or 3 activities. Include games, quizzes and mini competitions. These students seem to respond well to test situations. Utilise this format to start the class when they have come in unsettled.

8. When referring students to HT or DP ensure they take their work with them. It is important that all students are sent the message that this is not a time wasting exercise but rather an alternative learning opportunity. If they cannot do the work independently then a work booklet that caters to their ability should be produced for these types of situations.

9. Be proactive. Planning for an incident and inappropriate behaviour before it happens gives you greater ability to manage the situation. The students of this class respond to a consistent and firm approach. If you have given a student a detention or told them to see you after class, ensure you follow this up. Tell them exactly what the problem is and give them the chance to problem solve. When there is a casual teacher on the class I would suggest the HT/ HTW or DP introduce the staff member to the class and restate the boundaries, expectation and consequences. This provides predictability for the students and gives the teacher the support framework they may need when the students are challenging their authority.

10. Verbal instructions should be:

- concise
- simply stated
- repeated for clarification
- calm
- confident
- state exactly what students are required to do, explicit
- non emotional.
- Non confrontational

If a student is being non-compliant restate the instruction with the positive consequences stated if the student complies. Eg, *"Name you need to get out your book and start your work, that way you'll go out to lunch with the rest of the class."*

If a student is challenging your authority move in closer to the student, restate the desired behaviour and the negative consequence in a clam and confident manner. Eg *"Name you need to start work immediately otherwise you will see me at lunchtime"*

Avoid becoming engaged in a power play If a student makes an inappropriate statement or is attempting to sabotage the lesson tell them to stand outside, speak to them in private about their behaviour tell them what they are required to do, ask them to clarify this prior to re entry.

Avoid using emotional language such as *"I'm sick of telling you this.."*, *"Hurry up and get this done for me.."* it actually gives the student the responsibility of your feelings. This is too overwhelming for a student and they usually do not know how to respond. It also undermines your ability to manage your own emotions and gives the student the power.(The oppositional student is saying to himself "great I make her sick") Positive emotions are fine in the context of the lesson. eg *"Great work, I love the way you described your character"*

The Key to Effective Management:

Consistency of standards and expectations
Firm, calm and fair manner
Achievable task
Positive learning environment

Casual Teacher's of 7V

7V have been identified as being an extremely unsettled and disruptive class when they have a casual teacher. This would most likely be reflected in the incident reports received?

The teachers of this class have been given a list of 10 effective strategies to try with this class. Consistency, desired behaviour expectations and explicit boundaries will be generated if implemented.

These strategies may be helpful for the casual teacher. Unfortunately as soon as the routine or structure is changed these students require the boundaries and expectations to be restated.

If the focus is on the positive behaviour rather than the negative behaviour the students will be more responsive. These students are easy to motivate as they respond to extrinsic and tangible rewards. (Lollies, merits, name on smiley face, praise)

HT Suggestions:

- Introduce the casual to the class and restate the rules and consequences
- Provide casual teacher with an incident slip.
- Remove the most disruptive student and take them to their class.
- Give the casual teacher a positive system of reinforcement to use. i.e the raffle ticket system, names of cooperative students on board or record slip
- Swap classes with the casual if possible

Casual Teacher Recommendations

- Use the seating plan
- Speak to the class in a calm and confident manner
- Have a very structured lesson and outline this to the students on the board (visual timetable)
- Stop the lesson if students are not following the classroom rules.
- Use the referral system to HT if a student is aggressive or bullying another student.
- Take some raffle tickets and hand these out for cooperative behaviour. Put them in a container at the end and have a draw for a lolly of chocolate
- Allow the students to have a game or fun activity. They like fun facts or quizzes. Ensure there is a high success rate amongst students.
- Tell students what they need to be doing during the lesson and what they are required to learn even if it is social, interpersonal or academic skills.
- Try to have a sense of humour, these students respond readily when you show an interest in them and are easy going. Yelling and threatening them will result in challenging your authority.
- Follow up with any student who is referred to the HT or given an incident slip.
- Remain calm and confident.

Recommendations:

| Behaviour of concern | Strategies |
|---|---|
| <p>Bullying occurs in the less structured classes. Specific student harass, name call and physically interfere with H...., D....and J...</p> | <p>Have class rule "No Put downs" or bullying will be tolerated Use seating plan High success activity or task ensures the students are on task Address issues as they arise – private conference outside in students time Isolate students who continue to bully others, during this time they could be working on the bullying assignment Drama lessons could incorporate bullying scenarios Acknowledge and praise students who do not bully.</p> |
| <p>Transition time is difficult as there is often pushing, chasing, teasing and inappropriate statement occurring.</p> | <p>Teachers need to be punctual Students must line up appropriately prior to entry into class Implement seating plan Address any issues immediately Use transition activity to settle students if necessary. (DEAR, DEAD, quiz, fun facts) Restate rules, consequences and expectations of students.</p> |
| <p>Some students do very little work. Books are poorly kept and attitude towards learning is poor</p> | <p>Modify task expectations to suit disabilities Break the lesson up into achievable task Play a quick game or high interest activity to motivate students Minimise writing task Alternate between teaching styles Use visuals and hands on often Keep students books and encourage pride in work</p> |
| <p>Anxiety based behaviours-often gets under the desk or puts the stool over his head during science. The 3 girls in the class rarely speak and don't contribute to a discussion. H.....is hyper vigilant and makes silly noises and inappropriate comments towards others. J... feels bullied and overwhelmed J... will respond inappropriately at perceived unfairness. Some students leave room without permission, ignore instructions and touch each other inappropriately</p> | <p>Ensure students feel safe by addressing any issues of bullying as they arise. Students need to see that the teacher is doing something about the problem otherwise they feel as though they have to take matters into their own hands. Have clear boundaries and expectations Use inclusive language Follow up with incidents Use restorative type questions to help students solve their problems. These students respond well to private conferencing and positive reinforcement. Refer incidents to Executive if they continue.</p> |
| <p>Other: There have been a few incidents when the students have a casual teacher – see attached recommendations.</p> | |

CLASS PLAN FOR 7.2 and 7/8.1

Teachers will:

1. Follow the class plan every lesson until an agreed improvement occurs
2. Display the 4 expectations on the board or on the wall in every lesson:
 - Listen to the teacher
 - Be prepared to learn
 - Follow instructions
 - Speak and act respectfully
3. Meet the class at the door, give 1-3 mins for compliance then move class into room
 - *Time accumulated after 3 mins is recorded by the teacher as **cumulative detention***
 - *Acknowledge the students who are able to do this, for others put names onto board*
4. Instruct students to settle down before entering room
 - *Minimise talk time and be explicit with cues (eg. instead of "Listening please" say "Bags on floor, eyes to me, books and pens on desk in front of you...")*
5. Have a clear seating plan for students to follow and *post it on the wall* for easy reference
6. Get learning activity started immediately while class is settled
 - *Leave marking class roll until later in lesson rather than unsettle again at beginning*
7. Keep a log of students *who are able to meet expectations* with a visual reinforcer on the board (eg. 😊) and via the **Class Monitoring Card**.
8. Follow MM for students *who are unable to meet expectations* – put name on board (eg. X)
9. For the period of this intervention teachers may wish to *avoid group work and unstructured activities*.

Negative Consequences:

Individual or whole class consequence?

1. Where the majority of the class is causing disruption to learning this is recorded as **cumulative detention time** for the whole class. The detention will be held each day following period 4 and all available teachers are requested to attend that room to share supervision responsibilities.
2. Teachers should complete the **Class Monitoring Card** by the end of each period and send this in the class folder to the next class with a student.
3. Where individual students are causing the most disruption, it is the responsibility of the class teacher to follow up and process any incidents with those students at lunchtime detention.
4. Persistently disruptive and noncompliant students need to be referred to the Head Teacher.

CLASS MEETING - Script

It is important to ensure all students have knowledge of and understand the class plan. Absent students will be spoken to by DP at the earliest opportunity.

This will be explained to the students following assembly Monday morning. Both classes will be asked to remain behind for the meeting. DP will supervise the students for the teachers of both classes so that they can demonstrate their support for the plan.

- Greet students, wait 1 -3 mins for general compliance, note students who fail to comply.
- State why the plan is being implemented:

Thankyou to the students who have been working hard this term and who are able to follow teacher's instruction. Unfortunately, we have a large number of students who have shown us that they have difficulty in doing this and this is interfering with everyone's learning. Therefore, the teachers have met and they have decided to do something about it.

Starting Monday we are all following a class plan. Every single one of you is expected to follow it.

Basically, the teachers will give you instructions no more than 3 times or wait no more for 3 minutes for all students to do as they are told. Students who do not do as they are told will be noted on the tracking sheet and have a lunch detention every day until they are able to follow instructions.

All students are expected to:

- Listen to the teacher
- Be prepared and ready to learn
- Complete set work
- Speak and act respectfully

The teachers will:

Meet the class at the door, instruct you to line up

Use the seating plan

Display the expectation on the boards

Note students who do the right thing, list student who do not

Calculate the time wasted to be owed at lunch time detention

Wait in the classroom period 4 for teachers to tell them they can go to lunch

Complete the class monitor sheet and pass the next teacher

Give student plans to students who consistently do the wrong thing

Teacher with the class at end of day will drop the class monitor sheet in the fractional truancy box

DP will:

Check the monitoring sheets at the end of the day

Provide consequences for students who have failed to do the right thing throughout the week

Contact parents and arrange meetings for these students



Best Practice Checklist

| STRATEGY | EVIDENCED BY |
|----------|--------------|
|----------|--------------|

| | |
|--|--|
| Organisation | |
| Materials are prepared and appropriate for the classes abilities | |
| Date and lesson plan is visible on board | |
| Expectations stated (while lining up/entering room) | |
| A range of strategies are employed to engage students | |

| | |
|--|--|
| Recognition Systems | |
| Praise and recognition is given for effort | |
| Praise is explicit, rather than general | |

| | |
|---|--|
| | |
| Posters are referenced by staff and students | |
| The language of expectations is used to remind and correct students | |
| Students are involved in behavioural corrections | |
| Consequences are attached to subsequent 'reminders' | |
| Staff model the expectations | |



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| Staff model the expectations | |

QTF Student/Class Self Assessment

| Focus area | Yes | No | Not sure | Comment |
|--|-----|----|----------|------------------------------------|
| Academic work I knew what work we needed to complete this lesson. | | | | What was it? |
| I did it | | | | |
| Behaviour I knew what my teacher expected my behaviour to look and sound like this lesson. | | | | What were the expected behaviours? |
| I changed part of my behaviour this lesson | | | | What was it? |
| Whole Class The class knew what the teacher expected our behaviour to look and sound like this lesson. | | | | |
| We did it | | | | |
| Next lesson I need to work on | | | | |

QUALITY TEACHING FRAMEWORK

Strength Based Management Strategies

| FOCUS AREA | YES | NO |
|---|-----|----|
| INTELLECTUAL QUALITY <ul style="list-style-type: none"> Teacher and students share a common understanding of why rules/values apply Teacher uses a variety of behaviour theories to reinforce behaviour and values Teacher is aware of students' specific needs Behaviour expectations are modelled by teacher A discipline framework underpins behaviour correction | | |
| METALANGUAGE <ul style="list-style-type: none"> Teacher uses behaviour language consistently to correct students behaviour Language used is relevant and meaningful to students Teachers language is explicit and inclusive when processing behaviour issues Behaviour expectations are communicated when necessary | | |
| LEARNING ENVIRONMENT <ul style="list-style-type: none"> Behaviour is discussed and processed in a consistent and fair manner Students are actively engaged in behavioural correction Behaviour & academic standards and expectations are high Self regulation is acknowledged and explicitly taught Teachers uses frequent and specific encouragement, praise and rewards Appropriate accommodations are made where possible for students Tasks are scaffolded and relevant to students Values / rules and consequences are posted in the room for easy reference Students are exposed to high levels of intellectual quality | | |
| CONNECTEDNESS <ul style="list-style-type: none"> Teacher has a strong and positive relationship with students as evidenced by: <ol style="list-style-type: none"> Demonstrating an interest in students life Clear expectations Flexibility with behaviour within clear boundaries Students responses to teacher when corrected Teacher sharing of self Teacher engaged in extra curricula activities within the school Teacher has a positive relationship with students outside the classroom Teacher understands the need to "learn" from the students | | |
| SIGNIFICANCE <ul style="list-style-type: none"> Teacher draws clear connections with students' prior knowledge and identifies Teachers meaningfully engage with indigenous parents/caregivers and community agencies and foster these relationships in lessons Teachers understand that there are multiple ways of knowing or cultural perspectives Learning may be student directed | | |
| OTHER COMMENTS | | |

Student Behaviour Agreement

Student Behaviour Agreement for:.....(student name) of Year:

Due to recent concerns regarding my behaviour and commitment to my studies I now undertake to do my best to be a good student and that I will follow the school expectations and rules including:

Right Place, Right Time

- I will attend school every school day. If I am absent from school then I will present a note to my roll call teacher, from a parent/caregiver, on the day I return to school. If I am absent for an extended period of time (3 or more days) then I will obtain a doctors certificate to explain my absence.
- School begins with roll call at 8:15 am each day. I will ensure that I am present by this time. If I am unavoidably late then I must 'sign in' at the front office and present a note explaining a satisfactory reason for my lateness.
- I will ensure that I move promptly to class on the bell and am not late to any lessons.
- I will not, under any circumstances, leave class without permission and without a note/pass from my teacher indicating this permission.
- I will not truant any lesson or part of the school day. I must remain inside 'in-bounds' areas on the school premises at all times during school hours.

Speak Well

- I will speak to other students and staff in an appropriate and non-offensive manner.
- I will use the right tone and volume in the classroom.

Be Prepared

- I will come to all lessons prepared for work with all appropriate books and equipment.

Show Respect

- School uniform is compulsory and is to be worn at all times. This includes the wearing of sports uniform. If unavoidable circumstances prevent me from wearing my uniform for a short period of time then I will present a note, signed by my parent/caregiver, to my roll call teacher or the Head Teacher of my year group, indicating the nature of the problem and when I will be back in full uniform.
- I will behave in a respectful and non-aggressive manner to all other students and staff.
- I will listen to and follow all teacher instructions.
- I will not interfere with the property of others.
- I will treat all school buildings and property with care and respect. I will not graffiti or vandalise.

Be responsible

- I will complete all work, homework and assignments that are set for me and seek assistance from my teacher or other staff if I am having difficulties in doing so.
- I will not interrupt the learning of others.
- I will be aware that I am in control of my behaviour and that it is not the teachers role to control my behaviour.
- I will accept the consequences for my behaviour

Other

- I will follow all other school rules and adhere to the schools *Fair Discipline Code* at all times.

•

Student Name: _____ Date: _____

Signed: _____

Student Signature

Parent/Guardian Signature

Teachers Signature

BOUNCE BACK!

A CLASSROOM RESILIENCY PROGRAM

Today, increasing numbers of young people are struggling through school and life with serious emotional and social needs that greatly challenge schools and welfare agencies. Bullying, low self-esteem, depression, youth suicide and drug abuse are major issues. The **BOUNCE BACK! resiliency program** offers practical strategies to help all young people cope with the complexity of their everyday lives and learn to 'bounce back' when they experience sadness, difficulties, frustrations and hard times.

The program comprises a **teacher's handbook** and three teacher's resource books: **lower primary, middle primary, upper primary to junior secondary**. Together, these classroom resources offer schools (and other community agencies) a comprehensive program for enhancing student resilience (and teacher resilience too!).

The teacher's handbook explores the theory, rationale and research behind the **BOUNCE BACK!** resiliency program and outlines strategies for its delivery.

Each of the three teacher's resource books contains ten detailed curriculum units with hundreds of classroom activities and blackline masters. These resources and activities explore topics related to student resilience such as:

- developing positive values
- developing courage and strategies for bouncing back
- looking on the bright side
- managing emotions
- relationship skills
- humour as a coping tool
- dealing with bullying
- being successful

The **BOUNCE BACK!** resiliency program recognises the reality of the 'crowded curriculum' and integrates the teaching of these important

personal and social skills with all of the key learning areas. The basic approach is literature-based and incorporates a multiple intelligences model. Each teacher's resource book contains a large variety of engaging classroom activities which incorporate cooperative learning strategies, educational games, music, drama, art, contemporary culture, IT, and 'hands-on' technology. Many of the activities also feature critical and creative higher level thinking across all eight intelligences. Each new topic is introduced with key points for students to understand and all class discussions provide guided questions and answers for the teacher, as well as follow-up activities for students across the curriculum.

The **BOUNCE BACK!** resiliency program is also inexpensive to deliver, making use of resources already available in the school or those which can be purchased for the library or other key learning areas.

About the authors

Dr Helen McGrath is a former teacher now lecturing in education and psychology in the Faculty of Education at Deakin University, Burwood, Victoria. She also has a private psychology practice and is the co-author/author of *Friendly Kids*, *Friendly Classrooms*, *Friends*, *Difficult Personalities* and *Dirty Tricks*.

Dr Toni Noble is also a former teacher now lecturing in psychology, special education and education of gifted students in the Faculty of Education at the Australian Catholic University in NSW.

Both Toni and Helen present keynote addresses and run workshops for teachers on topics such as student resilience, teaching social skills, multiple intelligences, the thinking curriculum, behaviour management, effective engagement, boys and literacy, mixed ability teaching, cooperative learning, special education and gifted education. Despite living in different states they have successfully collaborated on projects for a number of years and are the co-authors of *Different Kids*, *Same Classroom*, and the series *Seven Ways at Once*.

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Circle Time

Circle Time brings together teachers and children in an enjoyable atmosphere of cooperation. It is a time set aside each week (in some schools each day) when children and their teachers sit in a circle and take part in games and activities designed to increase:

1. Understanding and valuing of self
2. Understanding and valuing of others
3. Positive relationships

As students learn more about themselves and each other, a warm and supportive group atmosphere is built, along with improved relationships.

Murray White, a pioneer of Circle Time in the United Kingdom writes, 'Circle Time is like the scaffolding which is erected to support a building while it is being built, it supports children while they grow and develop their self esteem. The teacher is the architect who plans and devises the activities and uses all her skill and experience to give information and assurance at the level children need.'

Self esteem is a measure of how children feel about themselves, and is reflected in their behaviour. Children who have high self esteem in the classroom are more likely to:

- take pride in their success
- be optimistic, even in times of difficulty
- enjoy learning
- manage their emotions
- help others

Children with low self-esteem in the classroom are more likely to:

- avoid challenges
- feel different
- be emotionally unpredictable
- be pessimistic
- lack confidence

How does Circle Time help children to grow and develop?

Circle Time is simple and safe to implement. When children come to the circle, they know they are accepted and equally valued. The games are cooperative, and the discussions and activities are structured in a way that children have an equal opportunity to contribute. While the activities are non-threatening, they encourage thoughtful reflection. Circle Time is gentle in that it creates harmony among children and their teachers, but at the same time, it avoids stereotypes and clones.

Once again, to quote Murray White, 'Circle Time is not a cloning activity; it is about empowerment. The first step towards empowerment is awareness - becoming aware of why we are like we are and why we do what we do.'

So children are encouraged to explore and discover how they feel and what they believe, as well as how others feel and what others believe. In the circle, everyone is accepted.

Circle Time works best when teachers avoid having too many rules. Three important ones are:

1. Listen when others are speaking
2. The right to pass
3. Be positive (avoid put-downs)

A normal Circle Time session may last from 10 - 30 minutes depending on the group, their age and experience.

